

Lady's Island Middle

30 Cougar Drive
Beaufort, South Carolina 29920

Grades	6-8 Middle School	
Enrollment	703 Students	
Principal	Priscilla Drake	843-322-3100
Superintendent	Dr. Phillip J. McDaniel, Interim Superintendent	843-322-2300
Board Chair	Dale Friedman	843-322-2356

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	28	16	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Below Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

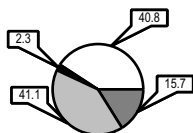
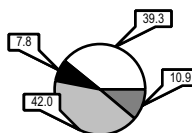
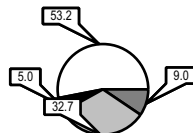
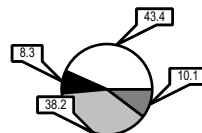
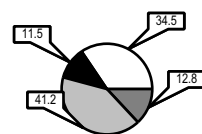
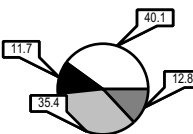
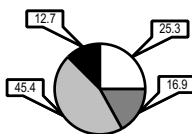
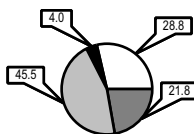
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

90.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	97.4
English 1	92.9	92.2
Biology 1/Applied Biology 2	N/A	56.3
Physical Science	78.6	52.9
All Subjects	92.4	94.1

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	709	97.9	39.7	41.9	16.1	2.3	29.2	No	Yes
Gender									
Male	372	96.5	50.0	39.3	10.1	0.6	19.9	N/A	N/A
Female	337	99.4	28.3	44.7	22.7	4.3	39.5	N/A	N/A
Racial/Ethnic Group									
White	215	100.0	17.2	46.9	32.8	3.1	51.0	Yes	Yes
African American	464	96.8	49.4	40.4	8.6	1.7	19.7	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	50.0	31.8	13.6	4.5	18.2	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	621	100.0	34.4	45.2	17.8	2.6	32.5	N/A	N/A
Disabled	88	83.0	85.1	13.4	1.5	0.0	1.5	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	709	97.9	39.7	41.9	16.1	2.3	29.2	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	699	97.9	39.0	42.3	16.3	2.4	29.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	442	96.6	50.5	39.7	8.5	1.3	18.8	No	Yes
Full-pay meals	266	100.0	21.9	45.5	28.5	4.1	46.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	709	98.0	38.0	43.0	11.1	8.0	29.7	Yes	Yes
Gender									
Male	372	96.8	41.7	43.8	8.0	6.5	24.1	N/A	N/A
Female	337	99.4	33.9	42.1	14.5	9.5	35.9	N/A	N/A
Racial/Ethnic Group									
White	215	100.0	19.3	45.8	15.6	19.3	51.0	Yes	Yes
African American	464	97.0	45.8	42.8	8.1	3.3	19.7	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	50.0	27.3	22.7	0.0	31.8	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	621	100.0	34.0	44.9	12.4	8.7	32.6	N/A	N/A
Disabled	88	84.1	71.6	26.9	0.0	1.5	4.5	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	709	98.0	38.0	43.0	11.1	8.0	29.7	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	699	98.0	37.2	43.4	11.3	8.1	30.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	442	96.8	47.0	42.0	8.3	2.8	21.4	Yes	Yes
Full-pay meals	266	100.0	23.1	44.6	15.7	16.5	43.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	709	99.9	53.2	32.7	9.0	5.0	14.1
Gender							
Male	372	99.7	57.2	28.4	7.5	6.9	14.4
Female	337	100.0	48.7	37.6	10.8	2.9	13.7
Racial/Ethnic Group							
White	215	100.0	27.1	43.8	17.2	12.0	29.2
African American	464	99.8	65.1	27.8	5.3	1.8	7.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	54.5	27.3	9.1	9.1	18.2
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	621	100.0	48.5	35.6	10.1	5.8	15.9
Disabled	88	98.9	86.4	12.3	1.2	0.0	1.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	709	99.9	53.2	32.7	9.0	5.0	14.1
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	699	99.9	52.6	33.2	9.1	5.1	14.3
Socio-Economic Status							
Subsidized meals	442	99.8	65.0	26.9	5.6	2.4	8.0
Full-pay meals	266	100.0	33.1	42.6	14.9	9.5	24.4

Social Studies							
All Students	709	99.7	43.3	38.3	10.1	8.3	18.4
Gender							
Male	372	99.5	47.3	35.7	8.4	8.6	17.0
Female	337	100.0	38.9	41.2	12.1	7.8	19.9
Racial/Ethnic Group							
White	215	100.0	24.5	39.1	17.2	19.3	36.5
African American	464	99.6	51.8	38.0	7.1	3.0	10.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	45.5	36.4	4.5	13.6	18.2
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	621	99.8	38.8	40.7	11.2	9.3	20.5
Disabled	88	98.9	75.3	21.0	2.5	1.2	3.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	709	99.7	43.3	38.3	10.1	8.3	18.4
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	699	99.7	42.7	38.7	10.2	8.4	18.6
Socio-Economic Status							
Subsidized meals	442	99.5	53.0	37.0	6.8	3.2	10.0
Full-pay meals	266	100.0	26.9	40.5	15.7	16.9	32.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	99.6	47.8	34.0	15.8	2.4	18.2
	7	235	100.0	37.1	45.7	16.3	0.9	17.2
	8	222	99.6	38.3	43.2	13.1	5.3	18.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	249	97.6	41.5	35.5	20.3	2.8	23.0
	7	227	97.4	41.7	44.2	13.6	0.5	14.1
	8	233	98.7	35.9	46.1	14.3	3.7	18.0
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	100.0	27.8	34.0	29.2	9.1	38.3
	7	235	100.0	40.3	38.5	14.9	6.3	21.3
	8	222	99.6	55.8	32.5	7.3	4.4	11.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	249	97.6	28.6	48.8	14.7	7.8	22.6
	7	227	97.8	35.9	42.7	11.2	10.2	21.4
	8	233	98.7	49.3	37.3	7.4	6.0	13.4
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	100.0	51.7	27.8	8.6	12.0	20.6
	7	235	100.0	43.0	41.6	7.7	7.7	15.4
	8	222	99.6	58.3	31.1	6.8	3.9	10.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	249	100.0	64.6	22.0	9.0	4.5	13.5
	7	227	99.6	46.9	36.0	11.4	5.7	17.1
	8	233	100.0	47.7	40.5	6.8	5.0	11.8
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	221	100.0	28.7	37.8	12.0	21.5	33.5
	7	235	100.0	45.2	39.4	9.5	5.9	15.4
	8	222	99.6	46.1	42.7	7.3	3.9	11.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	249	99.6	32.0	39.6	15.3	13.1	28.4
	7	227	99.6	56.9	29.9	6.2	7.1	13.3
	8	233	100.0	41.8	45.0	8.6	4.5	13.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 703)				
Students enrolled in high school credit courses (grades 7 & 8)	21.4%	Down from 21.6%	17.5%	16.7%
Retention rate	1.3%	Down from 2.1%	2.7%	2.5%
Attendance rate	95.1%	Down from 95.2%	95.9%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.1%	Down from 5.8%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	2.0%	Down from 3.8%	0.1%	1.0%
Eligible for gifted and talented	21.8%	Up from 20.9%	18.7%	15.6%
On academic plans	11.0%	N/AV	40.5%	39.9%
On academic probation	0.1%	N/AV	0.7%	0.7%
With disabilities other than speech	10.7%	Up from 9.7%	12.5%	12.4%
Older than usual for grade	3.3%	Up from 2.8%	4.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.1%	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 58)				
Teachers with advanced degrees	60.3%	Down from 65.0%	51.2%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	6.2%	9.1%
Teachers with emergency or provisional certificates	6.3%	Down from 12.2%	2.9%	5.6%
Teachers returning from previous year	87.5%	Up from 74.7%	87.3%	84.6%
Teacher attendance rate	90.6%	Down from 91.4%	94.8%	94.8%
Average teacher salary	\$42,200	Down 2.0%	\$42,811	\$42,267
Prof. development days/teacher	13.6 days	Up from 11.9 days	12.3 days	11.9 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	3.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 15.4 to 1	21.8 to 1	21.1 to 1
Prime instructional time	81.5%	Down from 84.1%	89.8%	89.0%
Dollars spent per pupil*	\$7,976	Up 2.8%	\$6,313	\$6,243
Percent of expenditures for teacher salaries*	63.0%	Up from 60.7%	60.4%	59.8%
Percent of expenditures for instruction*	64.7%		65.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	71.1%	Down from 87.2%	97.7%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We are very proud of our students at LIMS. Ten of our students were selected as S.C. Junior Scholars, two placed second and third in the recent Daughters of the American Revolution writing contest, an eighth grade student represented Beaufort County as the Lieutenant Governor's writing award winner, and a seventh grade student was recognized by the Military Officers' Association for his academic and athletic performance.

LIMS piloted single-gender education classes in a variety of academic settings. Students were identified on the cusp of improvement in PACT and placed in specialized support classes to help ensure their success. We offered to our 8th grade students several academic classes for Carnegie high school credit. Eighty-eight of our students participated in the Regional Science Fair, with four receiving awards.

Students constantly gave back to their community. Collections were taken for victims of Hurricane Katrina. Food drives for Thanksgiving were very successful and appreciated by those who benefited. Our students also participated in World Peace Day. Art students placed first in the Beaufort County of Festival of Trees fundraising competition.

Our 7th and 8th grade girls' basketball teams brought home the tournament championship. In addition to pure athletics, other extra-curricular activities that our students enjoyed included Chess, step team, steel drum band, strings, visual art, and performing dance, chorus, drama, and band classes. We also have our own school-wide television program.

To help LIMS become the best school it can be, many parents have been volunteering their time and support by working on committees such as School Improvement Council (SIC), PTO, pod parents, and dozens of other activities, including our Annual Spring Carnival, which was a success again this year. Increasing parental involvement is a priority goal.

There is one other program that we are proud of, the Student Safety Patrol Program. In this program volunteer students learn the meaning of teamwork and responsibility.

We will continue to strive toward sustaining a successful learning environment where students and teachers work together to form relationships of mutual respect.

Priscilla Drake, Principal
Yolanda Goethe, Teacher of the Year
Annette Rauenhorst, SIC Chairperson
Stephanie Sisco, PTO President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	223	94
Percent satisfied with learning environment	51.1%	71.2%	79.1%
Percent satisfied with social and physical environment	71.1%	79.8%	73.1%
Percent satisfied with school-home relations	38.6%	81.0%	77.4%

*Only students at the highest middle school grade level at this school and their parents were included.